

The social science purpose is to present a system of common-core inquiry that will identify the parts to understanding the reality of the whole.

So in the case you are not including the waves of migrations to show the connections of Azorean Portuguese and other seafaring Latin Europeans is disappointing because of your failure to engage students in learning the scientific method for analysis of influences.

In particular, Italian immigration to the US, but in California from Northwest Italy at the Gold Rush via Peru-Chile and resulted in the 1924 immigration exclusion act. This law then pushed people to Argentina.

But you are giving access and equity with a scientific method to show the human relationship with the landscape (including climate). You have this prejudice against European influences that seriously fails to show the "new American" pioneer spirit of cooperation and sharing success. The fact of your failing to report the historical facts is most annoying to me as a senior historian and scholar.

So you stop the immigration story at 1921 for the Asians, but don't report the 1924 Act. In the 19th Century, the boom of Italian immigration as the largest rural labor group - as the next group subject to anti-foreignism - is directly connected to the "Whitening of America" for both continents so investors would see a growth in land values and for products.

The Anglo-Saxon character of North America is deeply influenced by the Scotch and Irish migrations in the 1800s.

So the point is: the accurate science with the land shows the meaning of history for demonstrating who has had human connections to influence the natural resources in the historical timeline. Now anyone who has been part of this process is included.

No longer can the writer at UC Davis History Center invent the history and miss key national events like the

1841 Bartleson-Bidwell Party overland trailblazing from Missouri with Joseph Chiles, or President Polk's 1846 Year of Decision central to the US formation as a continental nation, and Abe Lincoln's role as the Railroad President, all due to the race of someone or eliminate the facts for political science comfort. Now I like chocolate too. But, it is for this reason the meaning of US History 19th Century is expected in this HSS Framework adoption process to realize a mature understanding for the first time of our nation. We all are part of the story!

Access and equity is realized for diverse learners when the geography is first understood as influencing the human culture, rooted in the dirt and waters - not just a word in a book that means an exterior look.

This 2016 history is for delivery of the solution to transform the reality of youth at risk to ignorance, starting here in small and large towns, and then growing from the Atlantic to the

Pacific including Hawaii and Alaska and Latin Amerucan connections, with European influences and others in the Pacific to Asia, due to having the seafaring transportation technology. In the 19th Century, this is how many California people saw the world... and spoke four languages.

The Golden Pacific Renaissance built on this cornerstone for the framework will grow with today's generations.

Your approach to story telling is expected t start with the natural history. You will need more time and money.

We can do this on the global standard, making California the best, no. 1.

Riccardo Gaudino, Director of Research and Design
Golden State History

P.S. The accurate story is the best ELL tool for building community learning experiences and sharing caring of our land. SaddleUp!